



Communities That Care

# Community Assessment Training

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Identifying  
Priorities

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Participant's Guide

Module 4

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**Module 4**

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## Identifying Priorities

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# Notes

**Phase Three:**  
**Developing a Community Profile**

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- Module 1** Overview  
Milestone: Build the Community Board's capacity
- Module 2** Using the *Communities That Care Youth Survey* report  
Milestone: Collect community assessment information
- Module 3** Collecting Archival Data  
Milestone: Collect community assessment information
- Module 4** Identifying Priorities  
Milestones: Prioritize populations or geographic areas  
Identify priority risk and protective factors
- Module 5** Preparing a Community Assessment Report
- Module 6** Next Steps

**Community Resources Assessment Training**

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Slide 4-2

WE ARE  
HERE.

# Notes



## Slide 4-3

### Module 4 goal:



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To prepare you to analyze your community's assessment data to identify priorities for prevention action.



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# Notes

## Objectives

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1. Identify priority geographic areas or populations for community attention.
2. Identify community strengths and two to five priority risk factors.



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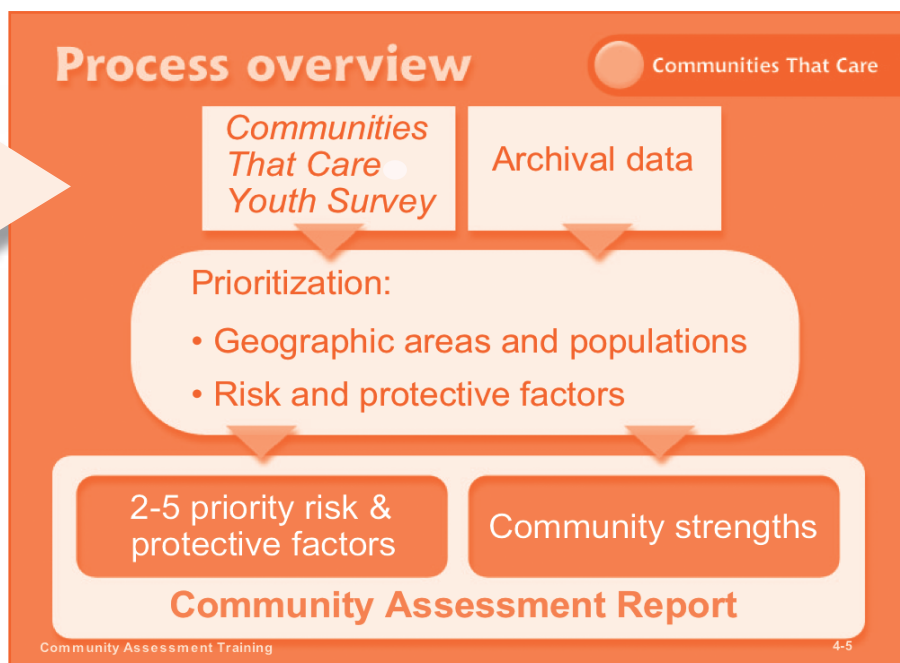


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# Notes



Slide 4-5



# Notes

## Advantages of focusing on an area or population:

- Efficient use of resources
- Increased local participation
- Direct and efficient impact

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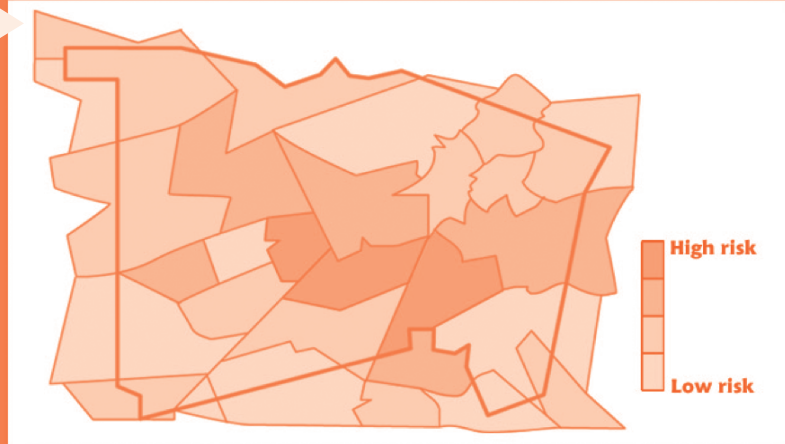
# Notes



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## Different areas, different strategies

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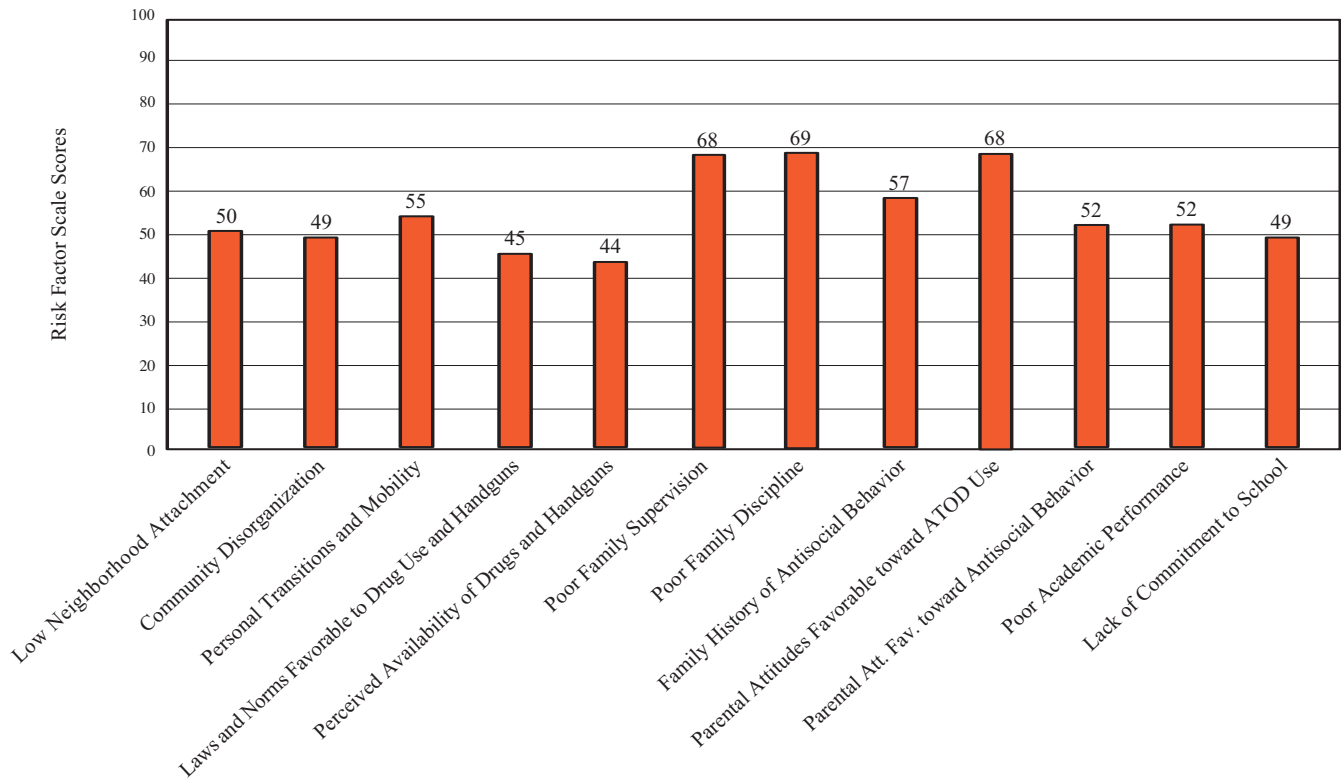
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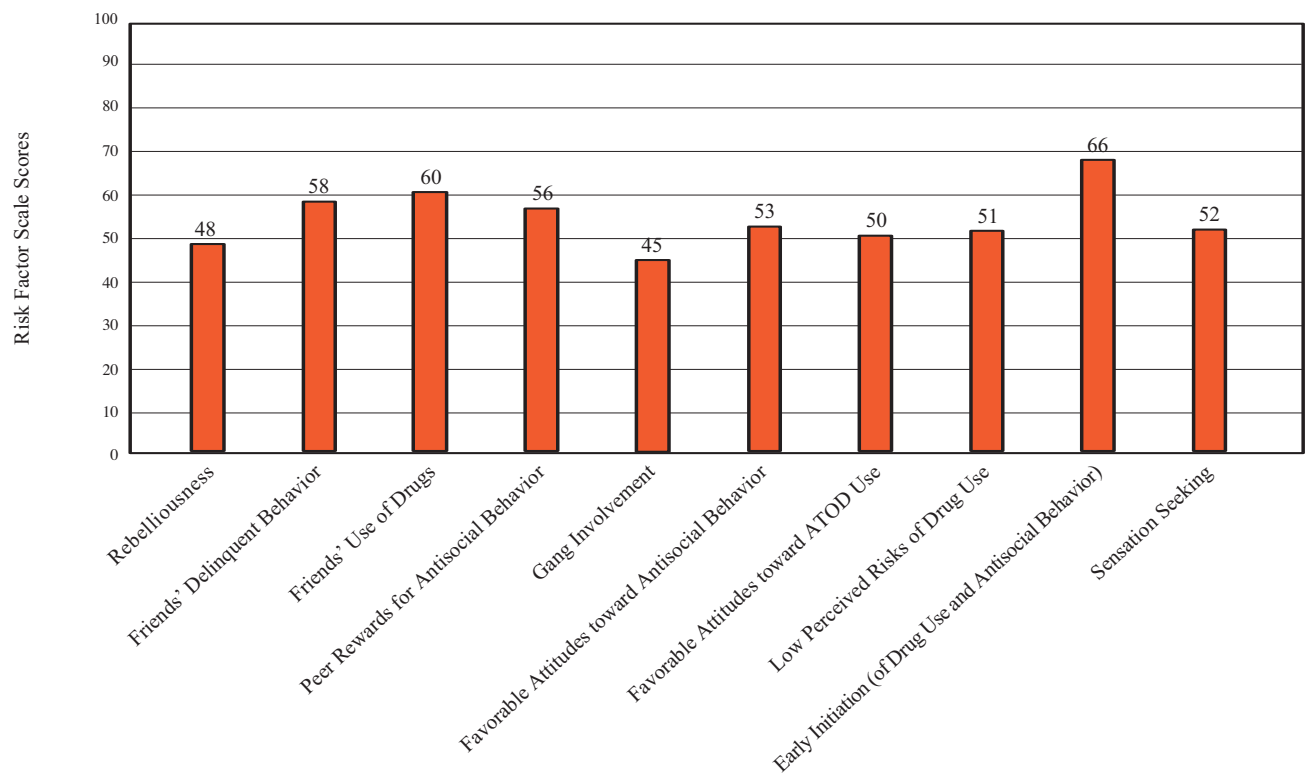
# Notes

## Area 1 Risk-Factor Profile

### Community, Family and School Domain Risk Factor Scale Scores



### Peer-Individual Domain Risk Factor Scale Scores





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## Priorities for Area 1:



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- Family Management Problems  
(Poor Family Discipline, Poor Family Supervision)
- Favorable Parental Attitudes and Involvement in the Problem Behavior  
(Parental Attitudes Favorable toward ATOD Use)
- Early Initiation of the Problem Behavior



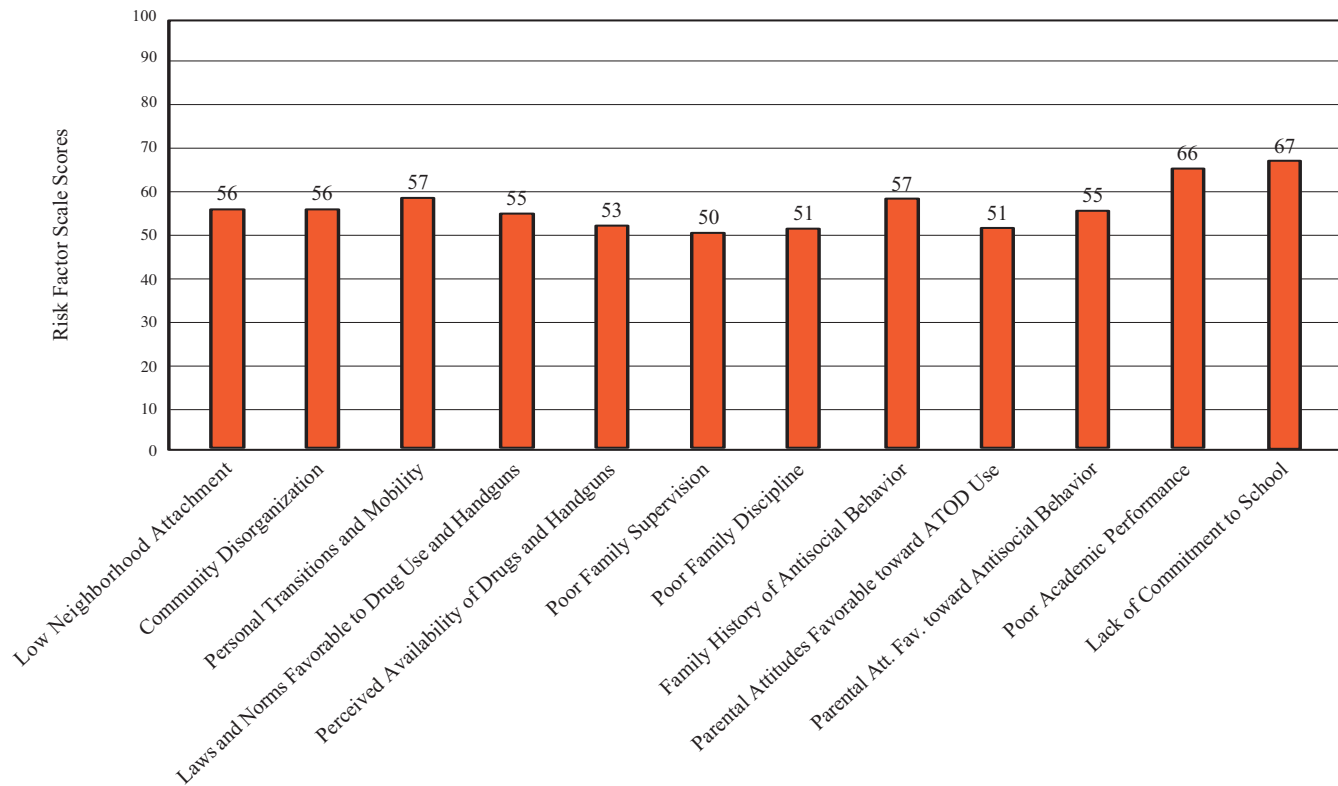
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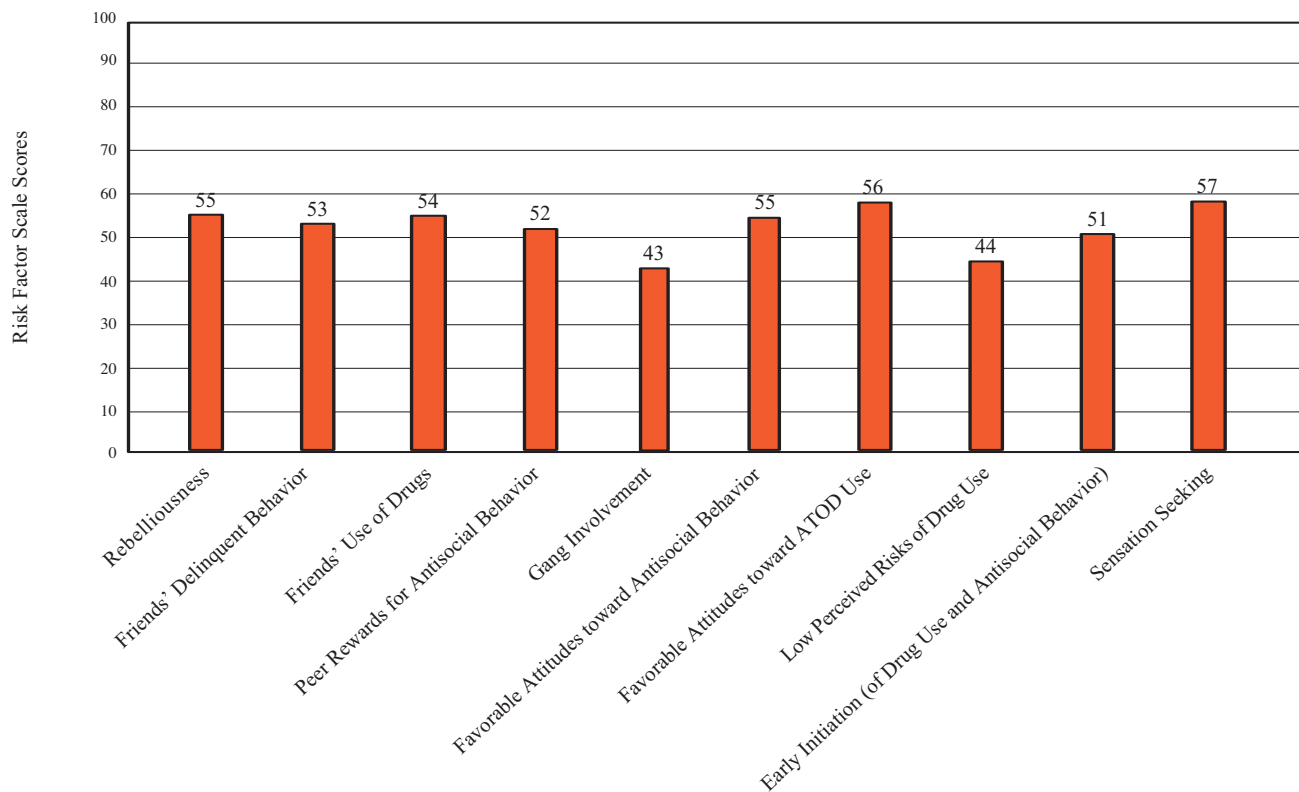
# Notes

## Area 2 Risk-Factor Profile

### Community, Family and School Domain Risk Factor Scale Scores



### Peer-Individual Domain Risk Factor Scale Scores





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## Priorities for Area 2:

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- Lack of Commitment to School
- Academic Failure Beginning in Late Elementary School  
(Poor Academic Performance)



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# Notes

## Disadvantages of focusing on an area or population:

- Risk of alienating one area or group
- Perception of redlining or finger-pointing

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# Notes



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### Examples of geographic areas:

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- Catchment area for a school
- Town or city within a county
- Neighborhood within a city

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# Notes

## Examples of populations:

- Specific age groups with elevated risk
- Ethnic or racial groups with elevated risk

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# Notes



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### Select areas or groups based on:

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- Higher risk and lower protection
- Higher incidence and prevalence of the problem behaviors
- Greater readiness of residents.

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# Notes



## Why prioritize risk factors?

To achieve the greatest long-term impact on youth problem behaviors.



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# Notes



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### Identifying community strengths

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- Elevated protective factors
- Low levels of a risk factor
- Low levels of a problem behavior



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## Prioritize risk factors based on:

- Data analysis
  - comparisons
  - trends
- Clusters of elevated risk
- Ability to influence
- Political/social/economic considerations.

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# Notes



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### The prioritization process

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- Identify method ahead of time.
- Involve Key Leaders and Community Board.
- Involve the broader community.
- Set a time line.

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## Examples of decision-making processes:

- The Community Board and Key Leaders make the decision.
- The broader community has input.
  - Road show: Community presentations and/or forums
  - Questionnaire

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# Notes

# Prioritization Planning Worksheet

**1. Who will be involved in the decision-making process?**

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**2. Who will make the final decision?**

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**3. How will we get input from the community?**

☐ Community presentations or forums (If so, how many? Who will coordinate? Who will lead the meetings?)

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☐ Questionnaire (Who will develop and mail the questionnaire? Who will tabulate responses?)

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☐ Other (Note the process below.)

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**4. Time line for prioritization:**

Task	Assigned to	Deadline

## Making hard choices

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Inclusiveness

Time lines and resources

Not enough data

Need to move forward

Wanting to "do it all"

Need to prioritize

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# Notes



### Slide 4-20

#### Data analysis activity

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1. Assign each risk factor/problem behavior to a group member.
2. Fill in a Data Analysis Worksheet for your assigned risk factor.
3. Fill in the Data Analysis Summary Worksheet as a group.
4. Identify priorities and strengths.
5. Report-out.

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# Notes

# Risk Factor/Problem Behavior Data Analysis Worksheet

## Directions

1. Individually or in pairs, fill out one worksheet for each risk factor or problem behavior assigned to your group. For example, if your group was assigned the family domain, you should fill out a worksheet for each risk factor in the family domain. Use your *Communities That Care Youth Survey* report and the fictional Supplemental Archival Data in your Participant's Guide as your data sources.
2. As a group, discuss each risk factor/problem behavior and fill in the Data Analysis Summary Worksheet on the next page. In the "priority" column, label each risk factor priority 1, 2 or 3, with 1 being the highest priority.
3. As a group, identify protective factors that are high or low in your assigned domain (risk factor groups only).
4. As a group, identify one top-priority risk factor and any community strengths revealed by the data.
5. Assign one person to report your findings to the larger group. Plan to summarize your discussion and comment on the decision-making process.

**Domain:** \_\_\_\_\_

**Risk factor/problem behavior:** \_\_\_\_\_

**Indicators collected:** \_\_\_\_\_

1. If trend data is available, is there evidence that this risk factor/problem behavior is getting worse or better over time? (If worse, keep it on the list as a possible priority.)

\_\_\_\_\_

2. Is there evidence that this risk factor/problem behavior is elevated in our community compared to state, national or other communities? (If so, keep it on the list as a possible priority.)

\_\_\_\_\_

3. How does this risk factor/problem behavior compare with other risk factors for our community?

\_\_\_\_\_

4. Based on the data analysis, should this risk factor/problem behavior be considered for prioritization? (Remember that you'll be selecting risk factors for prioritization, but it's also helpful to know which youth problem behaviors are most prevalent in your community.)

☐ Yes ☐ No

If yes, why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Data Analysis Summary Worksheet

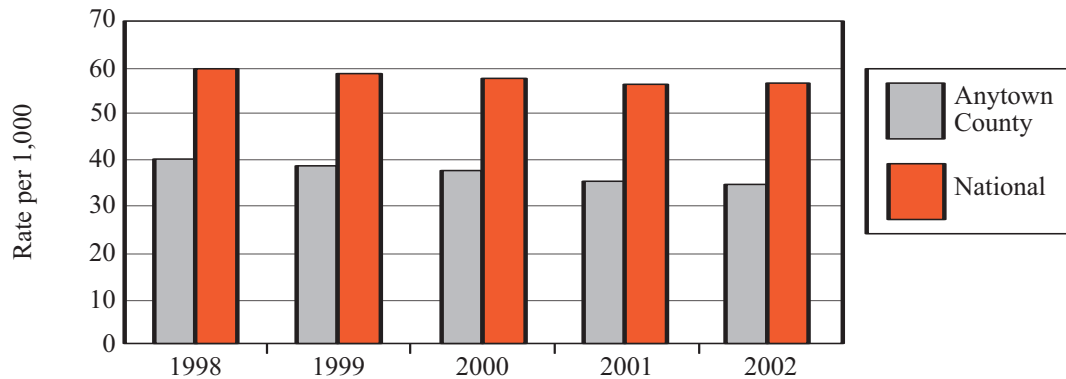
Risk factor/ problem behavior	Enough data?	Trend?	Comparison— other data?	Comparison— other risk factors?	Interpretation?	Priority?	Strength?

# Supplemental Archival Data for Anytown County

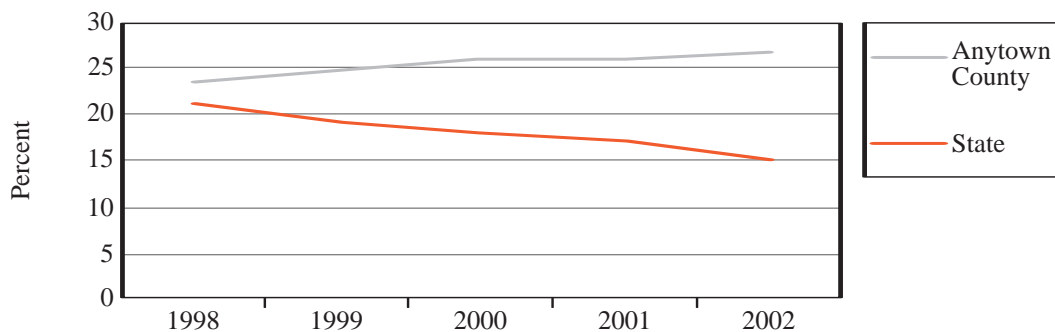
Risk Factor: Extreme Economic Deprivation

Domain: Community

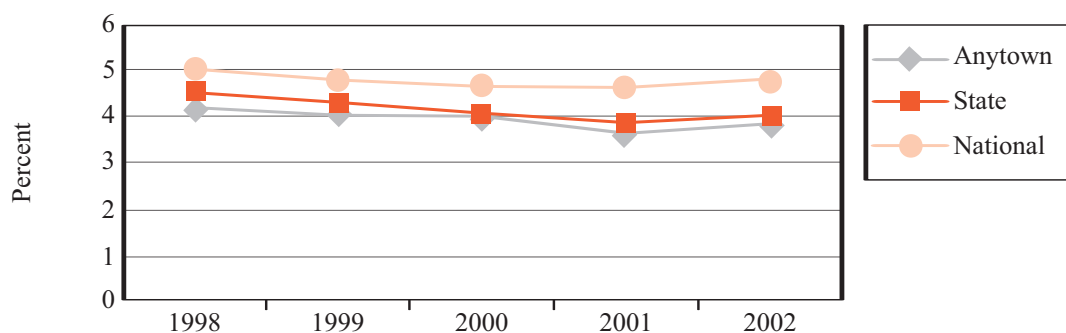
## Average Monthly Food Stamp Recipients



## Students Eligible for Free or Reduced School Lunch Program



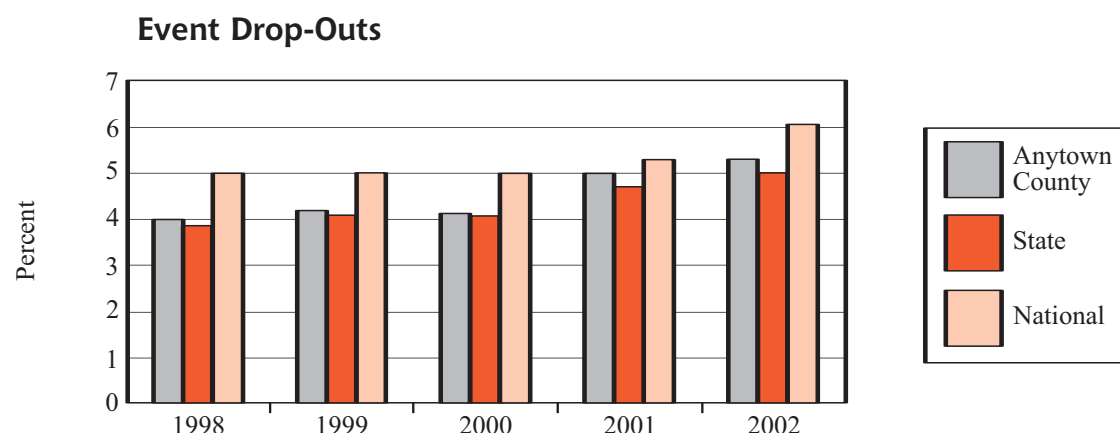
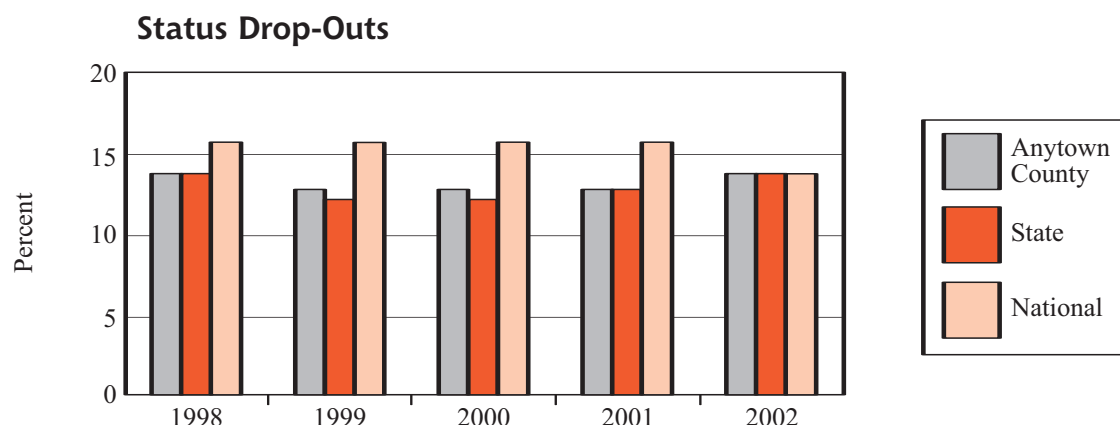
## Unemployment



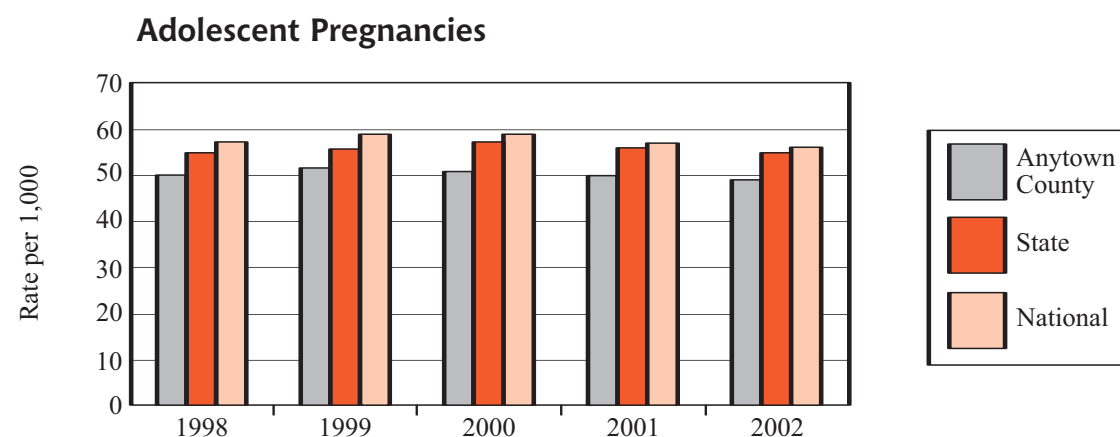
Note: All data shown on pages 4—29 and 4—30 is fictional and doesn't represent actual county, state or national data.

## Supplemental Archival Data for Anytown County, Cont'd

### Problem Behavior: School Drop-Out



### Problem Behavior: Teen Pregnancy



## Data analysis report-out

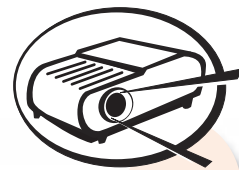
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Report your group's findings:

- One priority risk factor
- Community strengths
- Additional data to collect
- Observations on the process

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**Slide 4-21**

# Notes

# Community Prioritization Worksheet

Most prevalent problem behavior(s):

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Community strengths:

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Priority risk factor #1:

Rationale:

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Priority risk factor #2:

Rationale:

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Priority risk factor #3:

Rationale:

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Priority risk factor #4:

Rationale:

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Priority risk factor #5:

Rationale:

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## Summary

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- Consider the data and other community issues.
- Plan the decision-making process.
- Involve the community.
- Set a time line.

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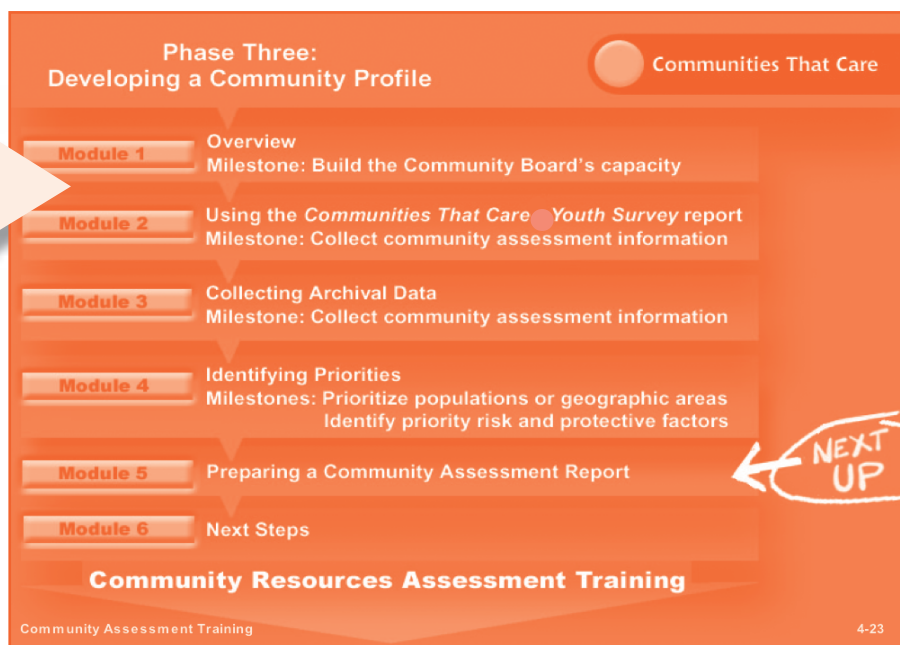
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# Notes

# Module 4



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# Notes